



**STUDENTS' WRITING IN ARGUMENTATIVE
ESSAY AT THIRD SEMESTER OF STATE
ISLAMIC UNIVERSITY OF SULTAN
SYARIF KASIM RIAU**

A Thesis

Submitted to fulfill One of Requirements
For Undergraduate Degree in English Education
(S.Pd)



UIN SUSKA RIAU

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2021 M/1442 H**

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SUPERVISOR APPROVAL

The thesis entitled *Students' Writing in Argumentative Essay at Third Semester of State Islamic University of Sultan Syarif Kasim Riau That Is Written By Hafizotul Aini SIN. 11614203128*. It has been accepted and approved to be examined in the final examination by the supervisor and the chairperson of English Education Department to fulfill one of the requirements for getting undergraduate degree at the Faculty of Education and Teacher's Training of State Islamic University of Sultan Syarif Kasim Riau.

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PENGESAHAN

Skripsi dengan judul *Media Kartu Bergambar Untuk Optimalisasi Kemampuan Membaca Permulaan Pada Anak Usia Dini 5 – 6 Tahun* yang ditulis oleh Erfiani Ramadanti NIM. 11619203321 telah diujikan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau pada tanggal 26 Jumadil Akhir 1442 H / 13 Januari 2021 M. Skripsi ini telah diterima sebagai salah satu syarat memperoleh gelar Sarjana Pendidikan (S.Pd.) pada jurusan Pendidikan Islam Anak Usia Dini.

Pekanbaru, 26 Jumadil Akhir 1442 H
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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most Gracious and the most Merciful, praises belong to Allah Almighty, The lord of the Universe. By His guidance and blessing, the researcher has completed his academic requirement. Then the researcher says peace be upon to Prophet Muhammad SAW.

My beloved father and mother, Umar (alm) and Yusniati; who always give the researcher uncountable love, care, advices, support. Never ending thank you for praying all days and all nights also both material and spiritual to accomplish this thesis. No words can describe how much I love you. I only need look your smile in my live.

This paper is intended to fulfill one of the requirements for getting an Undergraduate degree of the English Education Department of Faculty Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

In conducting the research and finishing this project; paper, the researcher got suggestion, encouragements, motivation, and support from many sides. Therefore in this chance, the researcher also thanks:

1. Prof. Dr. Suyitno, M.Ag., the Rector (PLT) of State Islamic University of Sultan Syarif Kasim Riau
2. Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag., the Dean of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau
3. Drs. H. Samsi Hasan, M.H.Sc., the Chairperson of English Education Department who has given the researcher correction, suggestion, support, advice, and guidance in finishing this thesis.
4. Cut Raudhatul Miski, M.Pd., the Secretary of English Education Department who has given her correction, suggestion, support, advice and



guidance in finishing this thesis.

5. Melgis Dilkawati Pratama, M.Pd., the researcher's supervisors who have given guidance, critics, advice, encouragement, and motivation to the writer from the beginning of writing thesis until the completion of it. The writer apologizes for weaknesses because of bothering their time and asking many questions.

6. All lecturers of English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have given knowledge and information of this project paper and thanks for their contributions and support during the courses.

7. Lecture of English Education Department of State Islamic University of Sultan Syarif Kasim Riau especially for sir Syafi'i M.Pd., who has helped the researcher in doing research at third semester who have participated for the research purpose.

8. My lovely brother Mukhtarimin Abdi, S.Pd., Mukhlas, Azkar Hidayah, Ahmad Rofiki, Amal Mithori and My Sister Hadhroh, Amd..Keb., Hasnul Mutha'aliyah, S.E. and Indah Wisma Anita, who always besides me, be a good listener and always support me anytime. I do love you all.

9. My best friends Riri Mardhatillah, Nurhakiki, Nurilmiati, Wirda Sukma Wanti, all of English Education Department students especially for C class, Alnur Hijjah Rizka, Alviandre Prabowo, Anggun Lestari, Delfa Raisya Haq, Dennisya Marwah, S.Pd., Dwimelati, S.Pd., Elga Nadila, S.Pd., Fathiya Almustaqimah, Fiska Ardiawati, Indah Nurhafina, Kurnia Ti Ardila, Maya Purnama Sari, S.Pd., Muhammad Aldi, Meylin Yohana, S.Pd., Nadiyah Yusra, Nur Azizah, S.Pd., Putri Khoirunnisa, S.Pd., Rahmi putri Nanda, S.Pd., Reza Wijayani, Siti Rahmawati, Siti Nurhazannah, Tivani Sri Hartati, widya Lestari, Wilda Wati, and many others who have given me supports and motivations on completing this thesis.

10. All of the people who cannot the researcher mention one by one who have the role on finishing this thesis, Thank you.

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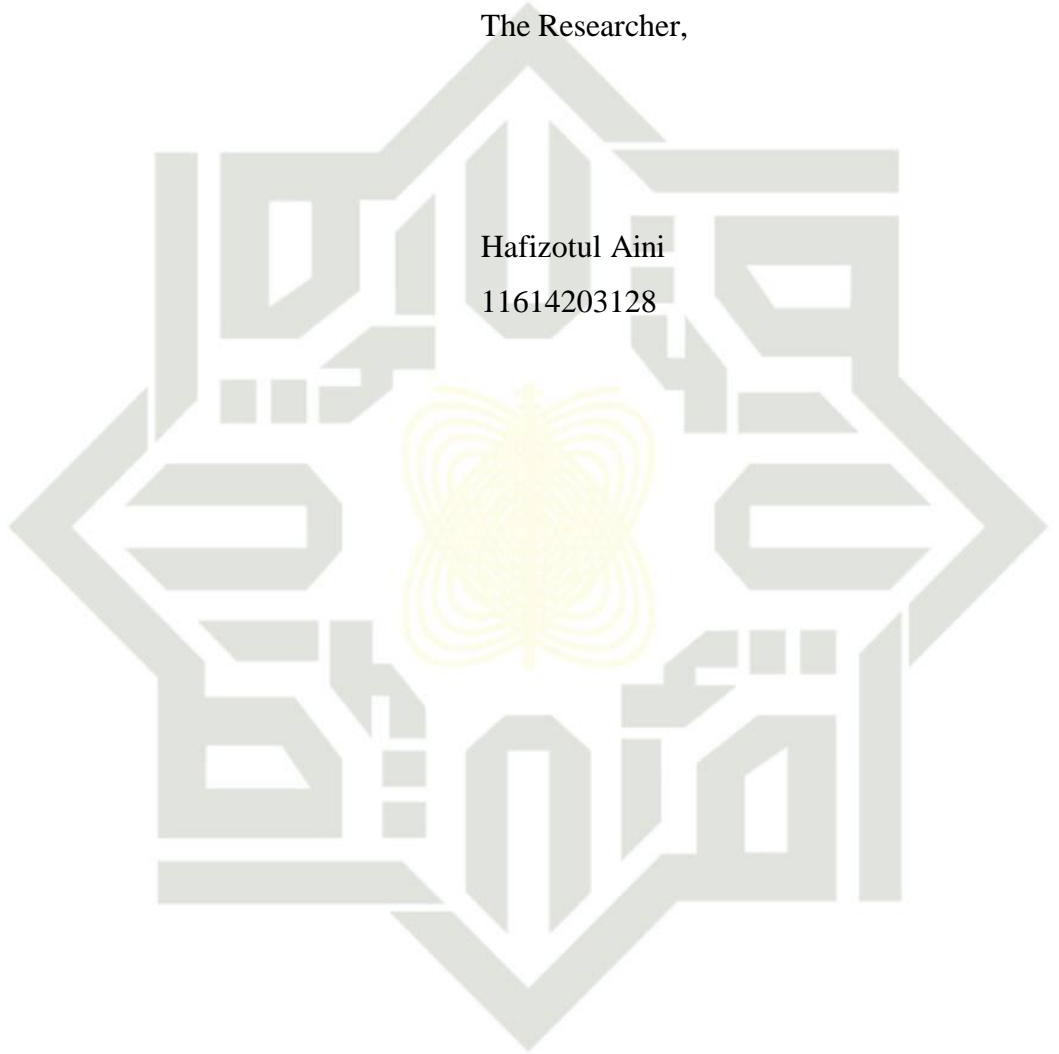
The perfection only belongs to Allah. Criticisms, comments and suggestions are really appreciated to improve the thesis. May Allah Almighty, the lord of universe bless us.

Pekanbaru, Desember 2021

The Researcher,

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ABSTRAK

Hafizotul Aini (2020): Siswa Menulis dalam Essai Argumentative pada Semester Tiga di Universitas Islam Negeri Sultan Syarif Kasim Riau

Menulis merupakan salah satu keahlian yang sangat memiliki peranan penting dalam pembelajaran siswa terutama dalam materi pembelajaran essay writing. Tujuan dari penelitian ini adalah untuk mendeskripsikan siswa menulis terhadap argumentatif essai pada semester tiga di Universitas Islam Negeri Sultan Syarif Kasim Riau. Desain penelitian ini adalah deskriptif kuantitatif. Terdapat 26 siswa sebagai sample penelitian dengan metode purposive sampling. Untuk mengumpulkan data, peneliti memberikan tes essai untuk mengetahui keberhasilan siswa dalam menulis argumentatif essai. Peneliti menggunakan deskriptif statistik untuk menganalisa data. Hasil dari penelitian ini menunjukkan bahwa skor menulis essai argumentative pada semester tiga di Universitas Islam Negeri Sultan Syarif Kasim adalah 85% siswa bagus dalam menulis essai argumentative.

Kata kunci: Menulis, Esai Argumentatif



ABSTRACT

Hafizotul Aini (2020): **Students' Critical Thinking in Writing Argumentative Essay at SMP IT Syahrudiniyah in Kampar Regency**

Writing is one of the skills that greatly have an important role students learning, especially in material essay writing. The purpose of this research is to describe students' writing in argumentative essays at third semester of state islamic university of sultan syarif kasim riau. This research was descriptive quantitative. There were 26 students as samples chosen by using purposive sampling. In collecting the data,, the researcher distributed the essay tests to determine students' success in writing argumentative essays. The researcher used descriptive statistics to analyze the data. The result of this research showed that the score of students` writing argumentative essay at at third semester of state islamic university of sultan syarif kasim riau is 85% of students good to average to write argumentative essays.

Keywords: Writing, Argumentative Essays

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ملخص

حافطة العين، (٢٠١٩) : التلاميذ يكتبون في مقالات جدلية في الفصل الدراسي الثالث بجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو

الكتابة هي إحدى المهارات التي لها دور مهم في التعلم لدى التلاميذ، خاصة في مادة تعلم كتابة المقالات. الغرض من هذا البحث هو وصف التلاميذ الذين يكتبون مقالات جدلية في الفصل الدراسي الثالث بجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو. تصميم هذا البحث وصفي كمي. هناك ٢٦ تلميذا كعينة البحث بطريقة أخذ العينة الحادفة. لجمع البيانات، قامت الباحثة باختيار مقال لتحديد مدى نجاح التلاميذ في كتابة المقالات الجدلية. استخدمت الباحثة الإحصاء الوصفي لتحليل البيانات. وتشير نتائج البحث إلى أن درجة كتابة المقالات الجدلية في الفصل الثالث بجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو هي ٨٥٪.  التلميذون في كتابة المقالات الجدلية.

الكلمات الأساسية : كتابة، مقالات جدلية

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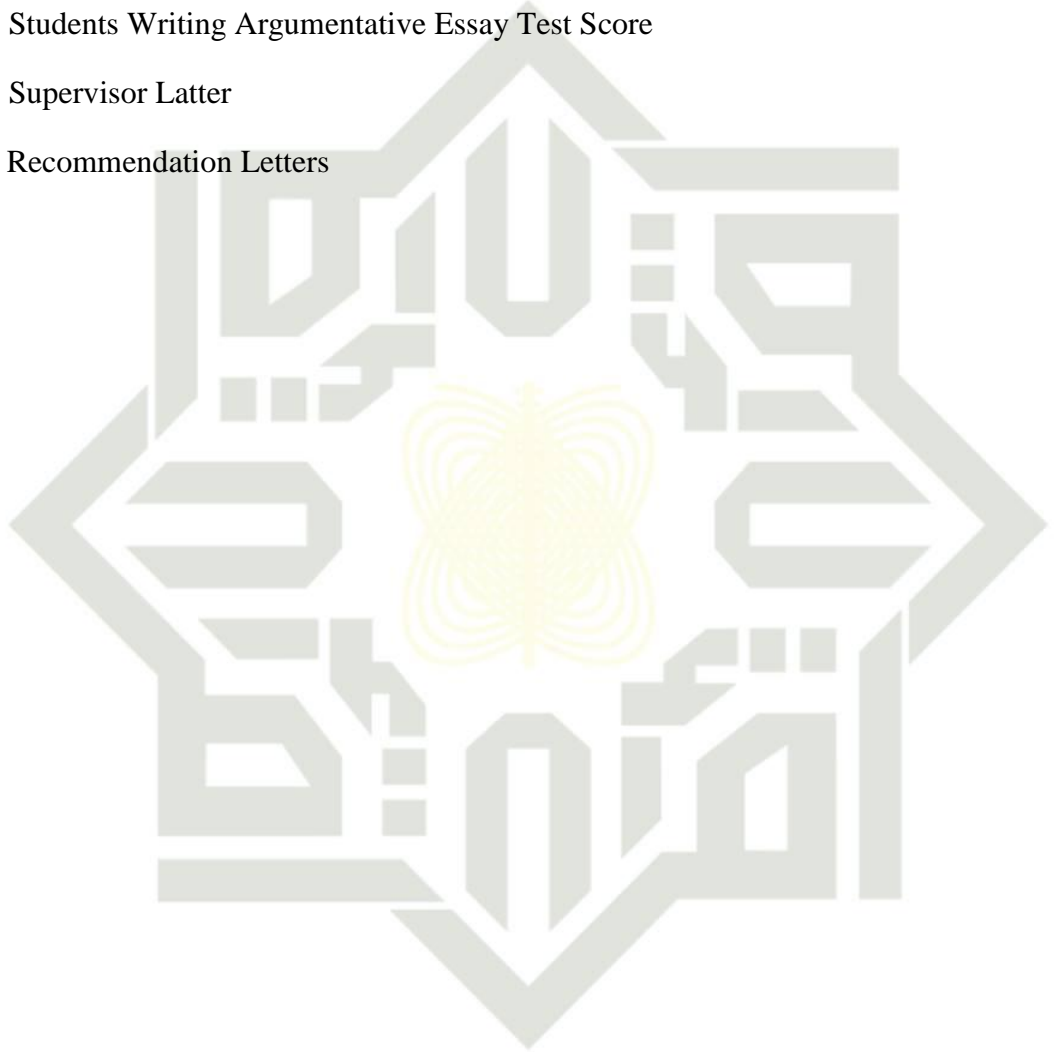
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CHAPTER I

INTRODUCTION

This chapter reveal the reasons, problems and importance underlying the writer to carry out this research. All of them are described and structured into background of the research, identification of the problem, limitation of the research, problem formulation, objective of the study, and significance of the study.

A. Background of the Research

Writing is one of the language skills that also should be mastered by the students. Nunan (1999:271) Writing is not a spontaneous skill or acquired easily, in fact, it is viewed as probably the most difficult thing to do in language. So, writer can make the readers fell through the writing they read.

While speech allows the user to exploit various devices such as body movement, gestures, facial expression, tone of voice, pitch, hesitation and stress to facilitate communication, this is not available to the writer. Nor can the writer clarify, revise or backtrack ideas when there is miscommunication or misunderstanding between reader and writer. To write well, students need to incorporate the purpose or prompt into their own unique approach to writing. Moreover, writing which is one of the language skills, particularly in the English language, is important for students to learn.

The ability to write arguments is the ability of someone to express ideas and ideas in writing that aim to convince the reader by expressing reasons

accompanied by evidence or facts, there is a flow of writing (organizational content), the arrangement of grammar (the use of prepositions, connectors, and task words correctly), as well as proper or good punctuation and spelling. It means that by writing argumentative essay the students will practice to communicate or convey what they think confidently because in writing argumentative essay the students are required to write by collecting some important information, generating, and evaluate evidence, then establish a position on the topic in a concise manner.

Four Components of an argumentative essay: A statement of the issue, A statement of one's position on that issue, Arguments that support one's position, Rebuttals of arguments that supports contrary positions. Essay writing is at the heart of most academic study" (Warburton, 2007:11).

Preparation for the writing process involves purpose, research and investigation, reading and analyzing, and adaptation. In the first section we consider how to determine the purpose of a document, and how that awareness guides the writer to effective product. The ability to concentrate is perhaps even more important in these group writing situations (Nickerson, Perkins, & Smith, 1985). In this discussion, we'll consider the writing process from a singular perspective, where you are personally responsible for planning, researching, and producing a product of writing. In other areas of this text we also consider the collaborative process, its strengths and weaknesses, and how to negotiate and navigate the group writing process.

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State Islamic University of Sultan Syarif Kasim Riau especially English Education Department, the students are provided with (IQF) Indonesia Qualification Framework in process of teaching and learning. In a situation like this (covid-19), the university has made a decision that students must study online from home, so the lecturer holds a virtual meeting for students at each meeting to provide material. The media used in online learning include zoom, Google classroom and whatsapp. The students start learning essay writing that include persuasive and argumentative essay at the third-semester. Essay writing is offered at the third-semester with 2 credit hours. The learning outcomes of this course to determine the goals of persuasion essay, plan the argumentative essay, and show chronological events used in the essay. Essay writing is learned twice in a week. In the process of teaching and learning essay writing. Each student will receive a final grade at the end of the course.

Based on the writer's preliminary on October 12, 2020 at English Education Department building by interviewing the lecture of essay writing, it was clear that some of the students were still getting problem and difficulties in learning argumentative essay. The lecture said many students still do not understand the procedures for writing argumentative essays, starting from the opening of the writing to the conclusion. The name of the course that studies argumentative essay. Regarding aspects of competencies assessed are based on the following components: attendance and class participation = 15%, assignments and papers-structured = 15%, mid test = 35%, final test = 35%.

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There are several books used by lecturer in studying, one of which is entitled "Writing clearly".

Based on the preliminary study, the researcher found some problems which can be seen, as follows:

1. Students don't understand the procedure argument essay
2. Students don't understand generating ideas
3. Students don't understand pre-writing
4. Students don't understand technique in writing

Based on the symptoms above and reminding the importance of writing ability, therefore, the writer is interesting to do a research entitled: Students' Writing in Argumentative Essay at Third Semester of State Islamic University of Sultan Syarif Kasim Riau.

The Problem of the Research**1. The Identification of the Problems**

Based on the background of the problems that the researcher found from some previous research and preliminary study, the researcher identifies some problems of this research as follows:

- a. What make Students don't understand the procedure argument essay?
- b. What make Students don't understand generating ideas?
- c. What make Students don't understand pre-writing?

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- d. What make Students don't understand technique in writing?
- e. How is students' writing in argumentative essay?

2. The Limitation of the Problems

Based on the identification of the problem, researcher needed to limit this research due to limited time and limited chance. Thus, this research focused on Students' Writing in Argumentative Essay at Third Semester of State Islamic University of Sultan Syarif Kasim Riau. In this research, researcher only took the population of this research was the Third Semester of State Islamic University of Sultan Syarif Kasim Riau especially English education department only one class that is C class.

3. The Formulation of the Problems

Based on limitation of the problem above, the problem of research will be formulated in research question bellow:

How is students' writing in argumentative essay at third semester of English education department of UIN Suska Riau?

Objective and Significance of the Problem

1. Objective of the research

To know students' writing in argumentative essay at third semester of English education department of UIN Suska Riau?

2. Significance of the problem

The significances of this research are as follows:

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- a. The researcher can be able to give information about the role of writing in argumentative essay to support their writing essay.
- b. To be source of information for other researchers who are also investigating about writing argumentative essay.
- c. These research findings are also expected to be useful and valuable, especially for students and teachers of English at third semester of state Islamic university of sultan syarif kasim riau to be consideration for their future learning process.
- d. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as foreign or a second language.

D. DEFINITION OF THE TERM

1. Writing

Writing is a way of thinking and learning. It gives a unique opportunity to explore ideas and acquire information. Writing is one of four skills of English that have to be mastered by the English learners. There are several ideas about definition of writing in general. Nurgiyantoro (2000: 296) defined a writing activity is the latest skill mastered by the students after listening, speaking, and reading skills.

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. **According** Nunan (2003: 88) states that **writing** is an intellectual

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activity of finding the ideas and thinking about the way to express and arrange them. Into a statement and paragraph that is clear to be understood by the people. It indicates that the **writers** are demanded to show the thoughts and.

So, writing is the process of expressing the ideas, information, knowledge, or experience and understands the **writing** to acquire the knowledge or some information to share and learn.

2. Argumentative essay

Argumentative essay are most often used to address controversial issues. An argument is a position combined with its supporting reasons. Argumentative papers thus set out a main claim and the provide reasons for thinking that the claim is true According to Janet Emig, "writing is unique to learning because it originates a verbal construct that is graphically recorded." (Taiping Xu, 2015) Writing is something unique to learning because it comes from an oral construction recorded graphically.

So, in writing argumentative essays critical thinking is needed to strengthen what is written, both in the form of facts and factors that will support our writing. In this research, the researcher wants students to be able to express their opinions on several of situations in their schools which are written in essay form.

Reasons for Choosing the Title

These are some reasons why the researcher is interested in conducting out this research based on several reasons on the following reasons:

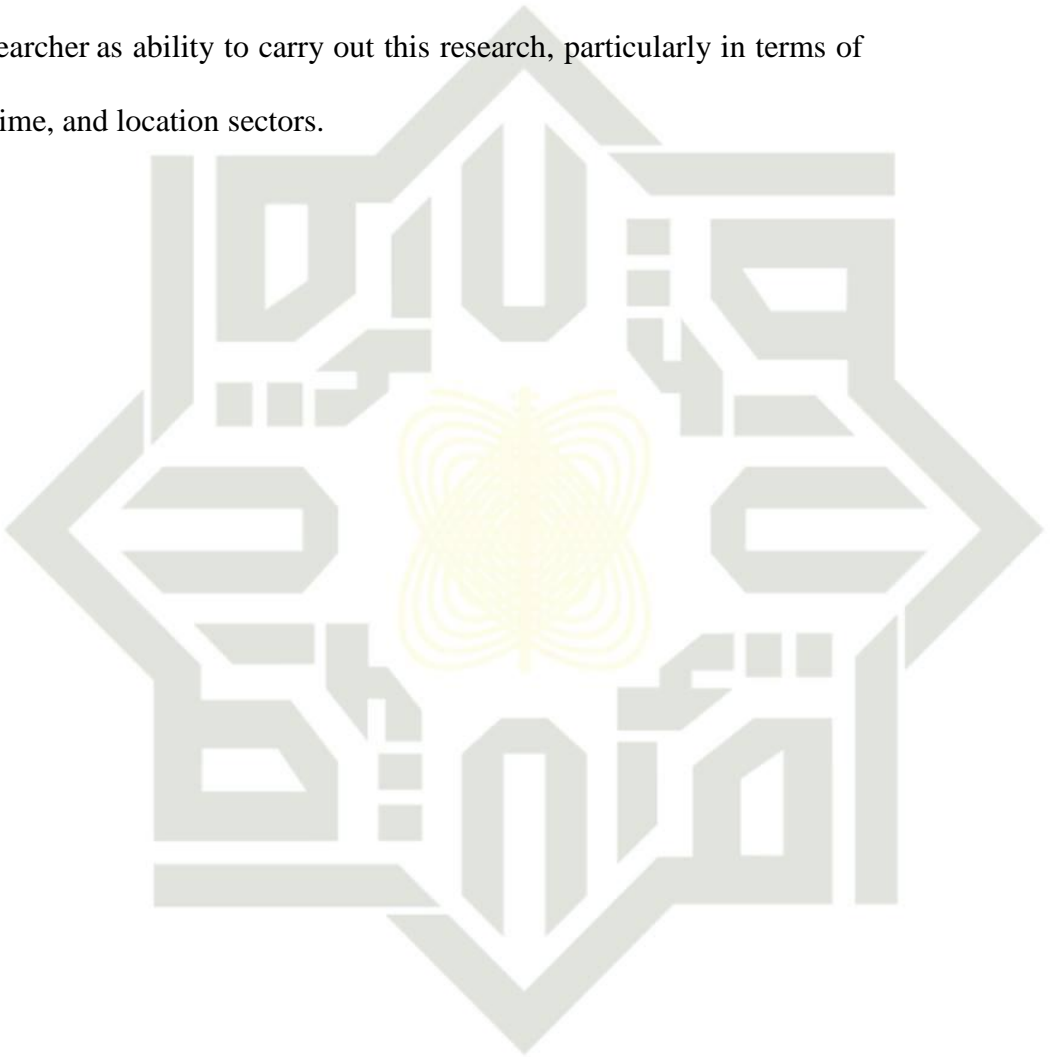
1. The importance of the problem is examined because there are still many students who are weak in pouring their ideas in writing arguments.
2. The researcher interesting to find out how far students think in writing arguments.
3. The researcher as ability to carry out this research, particularly in terms of found, time, and location sectors.

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CHAPTER II**REVIEW OF LITERATURE**

This chapter presents the description of the concepts of this study associated with the writing argumentative essay as well as the result of the related previous studies.

Theoretical Framework

1. Writing Argumentative Essay

a. Writing

1) Definition

Communication can be done in two ways: in oral and written form. When someone cannot share the ideas by speaking, he or she can use a written form to communicate with others. There are some definitions about writing based on the some experts. Gaith (2000:1) states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection when thought is written down, ideas can be examined, reconsidered, added to, rearranged, and change.

According to Tarigan (2009:5) writing means to express in writing ideas, ideas, opinions, or thoughts and feelings. So, Writing is a productive skill that involves producing language rather than receiving it. Very simply writing involves communicating a

message (something to say) by making signs on page. To write is to put down the graphic symbols that represent a language one understand, so that others can read these graphic symbols if they know the language and the graphic representation.

Writing is an also media of communication. According to Byrne (1980: 24) writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication, so that it can help us to have a good socialization and express our ideas, feeling and our opinion to have a good interaction with our society.

Writing is one of language skill which is defined by Brown (2001:335) as “the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals”. From the statement, writing means productive skill as spoken skill. Writing is a productive skill as a speaking skill. Written language is produced in written form, whereas spoken language is produced in spoken and understandable with the listening way. Therefore, written language is represented by spoken language.

A sufficient skill is needed to produce a good written language as stated by Brown (2001:335) that “writing products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops

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naturally”. In line with it, Anthony Seow cited by Richards and Renandya (2002:315)states that there are four main stages of the process of writing, that is planning,drafting, revising and editing. Planning or prewriting is an activity that encourages the students to write. Drafting is the process of gathering ideas for the first time. Revising is the stage of reviewing the texts on the basis of feedback given. Editingis the process of tidying up the texts for grammar, spelling, punctuation, diction,sentence structure and accuracy for preparing the final draft.

It can be concluded that writing is a written productive language skill. The purpose of writing skill is to share information from spoken language into written language. It needs a great thinking to produce writing which begin from getting main idea, planning, and revising procedure. To reach the whole, it requires the specific skill which not all the people could develop it.

2) The Importance of Writing

Writing students have to consider many things to build a good writing result. It is that makes writing has some the importance and some the advantages which has influence in teaching learning process. It is supported by Harmer (2004). According to Harmer (2004: 31-34) there are many advantages of writing, those are: writing encourages students to focus on accurate language use, writing may well provoke language development, and writing can

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be used to reinforce the students' English mastery. According to Harmer (2004: 31-33) There are many importance of learning writing, by writing students can:

- a) Avoid the limitation of writing In writing the students have more time to think than speaking activities. They can go through what the students know in their minds and consult their diction and grammar pattern by check the dictionary, grammar books or other reference to help them.
- b) Practice the use of language. Practicing the writing can develop their writing skill.
- c) Summarize the materials that are explained by teacher. The students make a note from the teacher explain, so the students know the material.
- d) Help in making a note as the preparation before the activity. The teachers give the explanation to the students before the teacher give the task or activity, so the students have a note for their self.
- e) Write a dialogue in speaking activity. When speaking class usually the students write a short dialogue before their practice.
- f) Answer question test-types of activities. Almost the test for the students is in writing not oral. When in the examination, the teacher usually asks the students to write the answer.

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Writing is skill that evolved in societies and has some functions which can help people in their activities. According to Halliday in Nunan (1991: 34) there are some functions of written language in everyday life which will influence the text produced. Those are:

- a. Writing for action it could be explained that written language used in public signs, product label and instructions, recipes, maps, television and radio guides, etc.
 - b. Writing for information it could be seen in newspaper and current affairs magazines, public notices, advertisement, and reports.
 - c. Writing for entertainment it could be shown by light magazine, comic, strips, fiction books, poetry and drama, newspaper features, film subtitles, and games.
- 3) Writing Process

The writing process as a classroom activity incorporates the four basic writing stages. They are planning, drafting (writing), revising (redrafting) and editing. Three other stages are also externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. Here is the plot of the process writing.

The first step is planning or pre-writing. According to Richards and Renandya (2002: 326) planning is any activity in the classroom that encourages students to write. This is the first step

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that students have to do before they write a text. There are some activities which provided the learning experiences for students at this stage, such as group brainstorming, clustering, rapid free writing and WH-questions to generate ideas for the students before they write a text.

The second step is drafting. In this step the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft (Richards and Renandya, 2002). In the draft stage, students are expected to put the arrangement they did in the planning stage on a paper. In this stage, spelling rules for the written text are ignored. The students primarily try to create the content.

The next step is revising. This stage consists of the students' review of the written draft, sharing the draft with a writing group formed in the classroom, and rearranging the content according to feedback from friends in the writing group. In this stage, the students might expand the text with new ideas or remove the unnecessary parts. Revising is a difficult stage for students.

The last step is editing. Up to this stage the focus is on the content. In this stage spelling rules and punctuation, which are called the mechanical aspect of writing, are checked. Before sharing what they have written with others, the students review the draft for the last time and make corrections for readability. An

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editing checklist might be prepared illustrating the spelling errors. The students might benefit from this list for their learning in the future.

4) The Elements of Writing

There are some elements in writing process those elements which can help the learners to get a good result. Harmer (2004: 4-5) states that there are four elements in writing process. Those are:

a) Planning Experience is the beginning to write. Before starting to write or type, they try decide what is they are going to say.

When planning, the writers have to think about three main issues. Those are:

1) Considering the purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

2) Thinking of the audience, what is the writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraph are structured, etc.), but also the choice of language, for example it is formal or informal in tone.

3) Considering the content structure of the piece that is, how to sequence the facts, ideas, or arguments which they have to decide to include.

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- 4) Drafting the first version of a piece of writing as a draft.
The purpose of first drafting in writing process is for helping the people to write their ideas and decide what should come first until the last.
- 5) Editing (reflecting and revising) Producing the draft, then the people usually read through what the people have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.
- 6) Final version editing their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

5) Component

According to Jacob et al (1981: 90) there are five components of writing. They are:

a) Content

Content refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer

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presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

b) Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

c) Vocabulary

Rivers as cited in Nunan (1992: 11), vocabulary is essential for successful study on the second language. In writing, a writer should use the appropriate vocabulary to express what they want to write. It refers to the selection of words those are suitable with the content.

It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

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d) Language use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

e) Mechanic

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable. So the students should be mastered in writing good paragraph.

It refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

6) Characteristic

Tarigan (1994: 6) says that the characteristics of good writing are as follows.

- a) Reflects the ability of the author to arrange available materials into a whole as a whole;
- b) Reflects the ability of the author to use harmonious tones;
- c) Reflects the ability of the author to write clearly and not vaguely so that the reader does not struggle to grapple with the implicit and explicit meaning;

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- d) Reflects the author's ability to write conclusively;
- e) Reflects the ability of the author to criticize the first manuscript and improve it; and
- f) Reflect the author's ability in the manuscript, the use of spelling and punctuation properly and correctly, and examine the meaning of words and grammatical relationships in sentences before presenting them to readers.

So, the characteristics of good writing are writings that are clear or easily understood by the reader, have meaning, are always coherent and intact, economical, follow the grammatical rules, there is a final solution, and can reflect the author.

b. Argumentative Essay

1) Definition

According Oshima (2006: 142) an argumentative essay is which you agree or disagree with an issue, using reasons to support your opinion. Your goal is to convince your reader that your opinion is right. Argumentation is a popular kind of essay question because it forces student to think on their own: They have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence.

Argumentative essay is an essay that is used to persuade someone to do or not do something. Argumentative essay expresses the reasons for your opinion, idea, belief, etc.

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Argumentative (adj): someone who is argumentative often argues or like arguing. Argument (n): a set of reasons that show that something is true or untrue, right or wrong etc.

When you have an opinion and try to convince your listener or reader to accept your opinion, you are agreeing with or disagreeing with something. For example: In an everyday situation, you may try to convince a friend to go somewhere or in a composition or speech class, the instructor may make an assignment in which you must support or oppose the use of nuclear energy to produce electricity. If you agree or disagree on an issue, you will want your reader or listener to accept your point of view.

So, we must be able to convince listeners with what we say and besides that we also have to have proof that is accurate.

2) Component

Stab and Gurevych (2014:1501) explain that the argument component contains a claim that is supported or rejected at least by one premise. Claim is the center of a component in an argument. Claim is a controversial sentence that should not be accepted by the reader if no subsequent sentence supports the claim. Premise is a component that describes the validity of claims.

Structure of Argumentative Essay according to Hatch (1992), a classical description of the structure of argumentative text consists of introduction, reason, refutation, and conclusion.

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- a) Introduction. You can first introduce the problem and give background information necessary for the argument and the thesis
- b) Reasons. It is usually a good idea to spend one paragraph for each reason. Two or three reasons are typical.
- c) Refutation. Depending on the points the writer wants to make, one or two paragraphs are typical.
- d) Conclusion. Restate what the point that you want to be emphasized.

So, from the structure above the argumentative essay it has points that we must follow in writing arguments.

3) Skills

Skills of each kind are needed whether you are evaluating the argument of another or constructing an argument of your own. The groups are as follows:

- a) *Identification*: effective critical thinkers can spot arguments when they encounter them. (Compare: you cannot be a very effective bird watcher if you don't know what a bird looks like.)
- b) *(Re)Construction*: effective critical thinkers can construct an argument that places premises in the service of supporting a conclusion, or reconstruct the reasoning of another.

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c) *Analysis*: effective critical thinkers can assess the degree of support supplied by premises for their conclusion.

4) Generic structure

Thesis statement: the overall claim that will be defended with evidence and reasoning in the body of the essay. A good thesis implies a structure. According to Maccoun (1983, as cited in Hatch, 1992), there are several patterns for organizing argumentative discourse in a written prose. One of which is:

Body

- a) Pro(for/in support of) argument: (weakest argument that supports your opinion)
- b) Pro(for/in support of) argument: (stronger argument that supports your opinion)
- c) Pro(for/in support of) argument: (strongest argument that supports your opinion)
- d) Con (against/negative): (Counter/oppose arguments and your refutation)

Conclusion: Summary, solution, prediction, or recommendation.

Example:

Education

Currently education in Indonesia is still quite far behind the education in other countries in the world. Even Indonesia itself is still inferior to neighboring

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countries, namely Singapore and Malaysia.

We can see this kind of thing from the large number of their population who can get education up to the tertiary level. Meanwhile in Indonesia, the number of people who experience education alone is still far behind other countries, especially in remote areas that are left behind, such as Papua, NTB, NTT, and many other areas.

The backwardness of education in these areas is due to the unequal education in Indonesia. The government only builds educational facilities in urban areas.

Not only that, the limited number of teachers in the region also contributes to the further disadvantage of access to education for the region. The result is that education in Indonesia is uneven and left behind so that it cannot compete with other countries.

5) Language feature

a) Simple present tense

Argumentative essays mainly require the use of simple present tense since it discusses the factual phenomenon.

However, there are probably other tenses being used depending on the needs of the writer. Lots of referencing are found in argumentative essays such as it, the, they, this etc. Taking it for granted definitely ruin the understanding of the readers. The readers could get lost in the middle of the reading once a reference is not clear where it refers to. Since it is an

argumentative essay, powerful words are mostly chosen to convince its readers.

b) Coherence

Gao (2012) mentioned that coherence is constructed by three aspects, cohesion (lexical and grammatical links), plausibility or interpretability (semantic association between the old and the new information) and justifiability (logic). This analysis addresses limitedly on cohesion aspects. To produce a cohesive argumentative essay, the writer needs to concern about the topic sentences of each argument. The arguments, which might in the form of claims, reasons, examples or evidences, must be well linked one to another. It is helpful and useful for the readers in their flow of thinking. If the ideas go here and there without any focus, the thesis gets blurred and readers could get lost in the middle of the reading.

Therefore, there are connectives can be used by the writer. Mostly the connectives are used in body paragraphs with certain intention of the writer. For example, to write points of arguments into list, the connectives are first, first of all, second, third, finally etc. To provide more supporting explanation or details, the writer might use moreover, furthermore, in addition, besides etc. If the writer would like to write the same ideas in different way, the connectives could be

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in other words, with this in mind and so on. To give examples, there would be for example, for instance, especially, particularly etc. In order to draw a conclusion, a writer asserts the thesis statement started by in conclusion, to sum up, thus etc.

6) Type

Types of argumentative essays include persuasive, research, analysis and personal essays (Kalish, 2016:246):

a) Persuasive Essays

Persuasive essays present an argument and try to persuade the reader that one side of the argument is better than the others. These types of argumentative essays should start out by clearly stating the author's point of view and should use the evidence to support that point of view throughout. As different sides of the argument are discussed, the writer should refute these views in order to persuade the reader that his point of view is the right one.

b) Research Papers

Argumentative research papers rely heavily on external sources to make and support the main argument. When writing an argumentative research paper, it's important to take a balanced approach. Authors must try to cite roughly the same amount of sources for the differing points of view as for the

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main argument.

c) Analysis Essays

Argumentative analysis essays focus on other argumentative essays. The purpose of this type of essay is to analyze another author's argument. Major elements of analysis include persuasiveness, evidence, and clarity of writing, presentation and style. Although this is an analysis essay, it is also an argumentative essay, so the author must make a clear case about the quality and persuasiveness of the essay she is evaluating.

d) Personal Essays

A personal argumentative essay does not need to rely on research in order to make a case. This type of essay is based on opinion and personal taste, so the author must make a compelling case based on his own subjective reasoning. The challenge inherent in this type of argumentative essay is convincing others to share a personal opinion.

Research can and should still be utilized in a personal argumentative essay in order to make the main argument more compelling. In addition, all sides of the issue should be considered in order to further validate the author's point and convince the reader that it has been well developed.

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c. Writing Assessment

Regarding to the classroom writing assessment, Weigle (2004:27-55) distinguishes writing assessment into two terms; writing evaluated by teacher which the students' works are scored or graded, and which is not evaluated by teacher. For the last, they need not teachers' grades or scores. For those which are evaluated by teachers, the students' works is as a referent of giving students' scores. Whereas the unevaluated by teacher, they are considered as a creative writing which teacher just give a verbal comment not a numerical score or letter grades. In lesson plan the teacher give students writing task to evaluated their score.

The essay used is an argumentative essay to find out the extent to which students argue in each circumstance and also want to know the extent to which students think in writing each opinion in writing. In this case rater was very important in assessing the work results of students to see the extent of their abilities. Assessing each component of writing, namely content, organization, vocabulary, language use and mechanics.

Students' Writing in Argumentative Essay

Good argument is basically understood as having two sides, i.e. claim and counterclaims. Argumentative writing such as essay writing is understood as the process of making a claim, challenging a claim, supporting a claim with reasons. Besides, the writer also questions the reasons, rebutted them, and

finally reaches a conclusion. Whereas Toulmin, Rieke, and Janik (1979) propose a similar model of argumentative writing that includes evidence, claim, warrant, backing, and rebuttal. It is thus in line with Setyaningsih and Rahardi, that an argumentative writing absolutely must have a claim statement. Without the presence of a proper claim statement, it is impossible for a writing to be a correct argumentative writing.

Genre of arguing is important in language teaching where most of writing activities in the school are involving the genre of arguing. Knapp and Megan (2005: 187) write that “the genre of arguing is a fundamental language process for teaching or learning” where students are asked to give an opinion of story, write about topical issue, or give reasons for a viewpoint and they have to employ the genre of arguing as well.

As stated by Knapp and Megan (2005: 27), the genre of arguing is commonly used in essays, expositions text (analytical and hortatory), discussions text, debates, interpretations and evaluations.

The Relevant Resear

Reviewing some previous researches conducted by other researchers is intended to keep the originality of previous research. The following are some researchers in references to this research. First, a research conducted by siwaporn saito (2010) entitled “*An Analysis of Argumentative Essay of Thai Third-Year English Majors Intructed The Integrated Process Genre Approach*”. The location is srinakharinwirot university. This research aimed to find out the major characteristics of argumentative essays written by third-year

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English major students who were instructed by the integrated process-genre approach. The informants were 37 third-year English major students, enrolled in EN 431 - Composition 2 at Srinakharinwirot University. The students were assigned to write the first draft of an argumentative essay on the selected topic, then revised based on the teacher's feedback and comments. The data used for analysis were the scores and the content of the first and second drafts. First drafts and second drafts were marked by two raters, a Thai and a native speaker of English using holistic scoring and analytic scoring. The mean scores of the first and second drafts were compared using paired t-test. For qualitative analysis, Toulmin's model (1958) of argumentative structure simplified by Knudson (1992) including claims, data, opposition and refutation was used as a theoretical framework to analyze the data. The results revealed that the mean scores of the students' first drafts and second drafts were significantly different at the .05 level. The findings indicated that the students made an improvement in the quality of writing from the first draft to the second draft. Furthermore, the results revealed that students from the first draft to the second draft. Furthermore, the results revealed that students could produce well-organized and well-developed essays consisting of four major components of an argumentative writing including claim, data, opposition and refutation. In terms of the main features of an argumentative essay, the students improved their writing in all four aspects: claim, data, opposition and refutation. This study suggested that teaching students to write by integrating

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the process and genre based instruction together could facilitate and help students write effective argumentative essay.

The second relevant research is a research that was conducted by tutus rani arifa (2015) entitled “*The Relationship of Critical Thinking and Reading Comprehension toward Argumentative Writing Ability*”. The location is universitas islam Kalimantan. The subjects of this study were students of SDN 03, 04, 05, 07 08 Banyumudal City Pematang. The instrument used is essay test and rubric of argumentation writing skills. Research data were analyzed with simple correlation techniques. The results of the study found that: 1) critical thinking has a positive relationship with the results of the ability to write arguments with a value of $r = 0.421$, the determination coefficient 0.1772, and the regression equation $\hat{Y} = 15.106 + 0.114x_1$ 2) reading comprehension has a positive relationship with the ability to write arguments with the value of $r = 0.439$, the determination coefficient of 0.1927, and the regression equation $\hat{Y} = 13.18 + 0.516X_2$, 3) critical thinking and reading comprehension together are positively related to the ability to write arguments with $r = 0.559$, the determination coefficient of 0.3124 , and the multiple regression equation $\hat{Y} = 4,428 + 0,096X_1 + 0,445X_2$. The conclusion of this study is that critical thinking contributes more to the ability to write arguments compared to reading comprehension.

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The Operational Concept

Operational concept is a concept consists of some indicators that guide the researches measure some related aspects of students critical thinking in

argumentative essay. Thus, the researcher formulates some indicators of combining the component of Writing components (Jacob, et al, 1981) and argumentative essay (Hatch, 1992).

A. Writing components+ argumentative essay:

1. Students' Writing Ability (Jacob, et al, 1981)
 - a. Students are able to write the content clearly
 - b. Students are able to write based on the organization
 - c. Students are able to write by using correct language use
 - d. Students are able to write by using correct mechanic
 - e. Students are able to write by using appropriate vocabulary
2. Students' Ability in Writing Argumentative Essay (Hatch, 1992)
 - a. Students are able to write introduction
 - b. Students are able to write reason
 - c. Students are able to write refutation
 - d. Students are able to write conclusion

From those indicators, the researcher formulates the indicators for Students' Writing in Argumentative Essay as follow:

1. Content
 - a. Students are able to formulate the subject matter,
 - b. Students are able to reveal the facts needed in solving a problem,
 - c. Students are able to choose logical, relevant and accurate arguments,
 - d. Students are able to determine the consequences of a statement taken as a decision.

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2. Organization
 - a. Students are able to write introduction
 - b. Students are able to write reason
 - c. Students are able to write refutation
 - d. Students are able to write conclusion
3. Language features
 - a. Students are able to write simple present tense
 - b. Students are able to write coherently
 - c. Students are able to avoid strong feelings
 - d. Students are able to avoid strong personal expression
 - e. Students are able to use linking words
 - f. Students are able to use sequencing
 - g. Students are able to make references of other sources
 - h. Students are able to give examples
4. Vocabulary
 - a. Students are able to choose the correct words as it is function
 - b. Students are able to master inform words.
5. Mechanic
 - a. Students are able to use spelling of the words correctly
 - b. Students are able to use punctuation correctly

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CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology which comprises the period which this study was executed, the scheme underlying the way the data was analysed, the number of subjects participating in this research, the instruments which were used and the way in administering those instruments, as well as the way the data were analysed. These are respectively presented in time and place of the research, research design, population and sample, research instrument, technique of data collection, and technique of data analysis.

A. Method of the Research

The method of this research is a descriptive quantitative research. This research method is only have one variable. According to Tavakoli (2012, p.160) explained that descriptive research is an investigation that provides a picture of a phenomenon as it naturally occurs, as opposed to studying the impacts of the phenomenon or intervention. Descriptive research attempts to look at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constitute their various fields of inquiry. This research is intended to investigate student's writing in argumentative essay.

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Time and Location of the Research

This research was conducted the time is October 2020 of the third semester of English education department of UIN suska riau.

Subject and Object of the Research

The subject of study is the third semester of English Education Department of UIN suska riau, and the object this study is student's writing in argumentative essay.

Population and Sample of the Research

The were four classes in batch 2019 English Education Departmen of UIN Suska Riau, and the researcher only chose one classes consist 26 students. The researcher use purposive sampling in this research according to Ary, (2010) purposive sampling is sample elements judge to be typical, or representative, are choose from the population.

Technique for Data Collection

The method of data collection is one aspect that plays a role in fluency and success in a study. In this study the data collection method used was test.

Overton, Terry (2012): Subjective Test is a method to determine a student's ability to complete certain tasks or demonstrated mastery of a skill or knowledge of content. Some types would be writing test essay. While it commonly used interchangeably with assessment, or even evaluation, it can be distinguished by the fact that a test is one form of an assessment.

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For data collection, the learning is still Online, researcher took the data online by using several applications to communicate with students. The first step the researcher took was discussing with students through the WhatsApp application. The researcher explains about the instruments that will be distributed, after the students understand, the researcher ask the students to write the writing essay then, it is collected in Google Classroom with a predetermined time.

This rubric is design by research for researcher only by combining indicator and assessment format in adoption for Jacob (ESL Composition).

Table III.1

Rubric of writing test

NO	Aspect	Score	Level	Criteria
1	Content	30-27	Excellent to Very good	Students are able to formulate the subject matter,
		26-22	Good to Average	Students are able to reveal the facts needed in solving a problem,
		21-17	Pair to Poor	Students are able to choose logical, relevant and accurate arguments,
		16-13	Very poor	Students are able to determine the consequences of a statement taken as a decision
2	Organization	20-18	Excellent to Very good	Students are able to write introduction
		17-14	Good to Average	Students are able to write reason
		13-10	Pair to Poor	Students are able to write refutation
		9-7	Very poor	Students are able to write conclusion
3	Language features	25-22	Excellent to Very good	Students are able to write simple present tense
		21-18	Good to Average	Students are able to write coherently Students are able to avoid strong feelings

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		17-11	Pair to Poor	Students are able to avoid strong personal expression
				Students are able to use linking words
				Students are able to use sequencing
		10-5	Very poor	Students are able to make references of other sources
				Students are able to give examples
4	Vocabulary	20-18	Excellent to Very good	Students are able to choose the correct words as it is function
		17-14	Good to Average	
		13-10	Pair to Poor	Students are able to master informing words.
		9-7	Very poor	
5	Mechanic	5	Excellent to Very good	Students are able to use spelling of the words correctly
		4	Good to Average	Students are able to use punctuation correctly
		3	Pair to Poor	
		2	Very poor	

Adapted from Jacob (ESL Composition)

Total score is calculated with the following formula:

Total score = content + organization + vocabulary + language feature + mechanic

Then, students' can be calculated as follows:

$$\text{Students score} = \frac{\text{Students' writing score}}{\text{Maximum score}} \times 100$$

Validity and Reliability

a. Validity essay

Subjective test require students to write present an original answer.

Include short answer essay, extended response essay, problem solving and performance tasks. Subjective test is evaluated by giving an opinion.

It can be compared with an objective test, which has right or wrong answers and so can be marked objectively. According to Suherman

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(1993) subjective tests are tests that require students to be able to arrange and integrate ideas about things they have learned, by expressing or expressing these ideas in writing in their own words. Subjective tests are more challenging and expensive to prepare, administer and evaluate correctly, but they can be more valid. Subjective test an assessment tool that is scored according to personal judgment or to standards that are less systematic than those used in objective tests. Some essay examinations are examples of a subjective test.

Gay et al (2012) said that there are four kinds of validity. They are content validity, criterion-related validity, construct validity, and face validity. All of them have different usage function. The researcher was used construct validity, because content validity measures the degree of ability of a test to measure which includes the substance of the element to be measured. Content validity is used to measure learning abilities, learning outcomes or learning achievements and construct validity can be used to measure attitudes, self-concept interests, control focus, leadership style, achievement motivation and others, or those that are of maximum performance such as instruments for measuring talent (aptitude tests), intelligence (intellectual intelligence), intelligence, emotional and others.

b. Reliability essay

According to Sugiono (2005) Understanding Reliability is a series of measurements or a series of measuring devices that have consistency if measurements made with the measuring instrument are carried out

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repeatedly. Test reliability is the level of constancy (consistency) of a test, i.e. the extent to which a test can be trusted to produce a steady score, relatively unchanged even if tested in different situations.

To estimate the reliability of an assessment tool (test and non-test) there are three ways that are most widely used, namely a single test, a re-test, and an equivalent test. So the researcher uses a single test, because a single test is a test that consists of a set (one set) given to a group of subjects in one implementation. Thus the results of this test there is only one group of data in the form of a test result score. There are various techniques that can be used to determine the reliability of this type of single test.

Normality and Homogeneity

1. Normality

According to Sujianto (2009:77) normality distribution test is a test to measure whether our data has a normal distribution or not. In knowing the data is normal or not, the researcher use SPSS 23 program to measure it. Below is the result of test normality.

Table III.2
Tests of Normality of writing argumentative essay

One-Sample Kolmogorov-Smirnov Test		Score
N		26
Normal Parameters ^a	Mean	72.6731
	Std. Deviation	6.66325
Most Extreme Differences	Absolute	.116
	Positive	.116
	Negative	-.088
Kolmogorov-Smirnov Z		.594

Asymp. Sig. (2-tailed)	.872
a. Test distribution is Normal.	

Method of Data Analysis

a. Data analysis test

In order to obtain the result of this study, the data was analyzed using rater in subjective test. According to Widhiarso, (2006: 1) states that there are two reasons involving two rater in a study, namely: Improving the quality of the developed measuring instrument and the type of measuring instrument developed. Rater's assessment of the instrument is usually called professional judgment because they have capability in terms of the constructs we measure. According to Gray et al, (2007; 399) measurement central tendency provide to describe the average and typical respondent.

There are 4 levels of assessment in essay writing: excellent to very good, good to average, fair to poor and very poor. Each level has a different score, starting from the content has a score 30-13, organization has a score 20-7, language feature has a score 25-5, vocabulary has a score 20-7 and the last mechanic has a score 5-2.

From the writing rubric test rater 1 and 2 give scores to students' writing with scores. After that, add up the scores given by rater 1 and 2. After getting the results, it is known that students' writing in argumentative essays at third semester of English education department of UIN suska riau is good to average category.

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CHAPTER V**CONCLUSION AND SUGGESTION**

This final chapter reveals the conclusion drawn from the previous chapter, and it also provides some pedagogical implications associated with teaching of the writing. Besides, some suggestions in term of students' writing in argumentative essay as well as for any further studies in the same field are discussed here.

A. Conclusion

This research was conducted to find out how is students' writing in argumentative essay at third Semester of State Islamic University of Sultan Syarif Kasim Riau. Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concluded that student's writing in argumentative essay at third Semester of State Islamic University of Sultan Syarif Kasim Riau is good to average category.

B. Suggestion

Based on the research conclusions above, it is known that the score of students' writing in argumentative essay at third Semester of State Islamic University of Sultan Syarif Kasim Riau is good to average category. So that, teaching student's writing in argumentative essay, all of the English teacher have to maintain and improve students' ability and has a strategy that can make students interested, especially the students' ability in writing skill.

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APPENDIX 1

Syllabus

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SYLLABUS

GENERAL DESCRIPTION

Subject	: Essay Writing
Code	: PBI 1312
Credit	: 2 (Dua SKS)
Department	: English Education Dept
Faculty	: Education and Teacher Training
Lecturer	: Drs. H. M. Syafii S, M.Pd/ Khairunnas Syafii, S.Pd.,M.Pd

COURSE DESCRIPTION

This course is designed to develop students' skills in writing university essays using different methods of development: examples, details, chronological orders, comparisons and contrasts, cause and effect relationships, as well as divisions and classifications. All related issues to writing the genre of essays, fundamental of writing essay, developing and supporting ideas, planning the essay, drafting and revising the essay, persuasion and argumentation essay, summary and analysis are mostly discussed. Since the students of English Education Department is prepared to be the Pre-teachers of English, therefore, this Writing course also introduces the ESL Composition Profiles as a guide to the principles of writing, and the aspects of writing evaluated with each score level criteria mastery in an essay—*excellent to very good, good to average, fair to poor, and very poor* as developed by Jacobs et al (1983).

LEARNING OBJECTIVES

- To direct students have good character buildings in terms of spiritual personality and social respects, showing understanding and comprehension of essay writing.
- To create the topic sentences of the paragraphs and organize the process of writing an essay
- To show general and specific topic developed in writing the essay
- To develop and support the paragraph with minor and major supporting ideas
- To use the techniques/methods of developing ideas of the paragraphs: examples, details, chronological orders, cause and effect relationships, divisions and classifications where necessary
- To determine the topic to be developed, entitle the essay, and show the ability of cohering the paragraphs: introduction, body, and concluded paragraph/s
- To revise the drafts, show the performance of doing peer revision, and show the ability of editing the drafts
- To determine the goals of persuasion essay, plan the argumentative essay, and show chronological events used in the essay
- To make summary writing, analyze the written messages, and respond the text in written communication
- To differentiate the "direct and indirect" writing assessment using ESL Composition Profiles as to measure a writing product
- To have the competence of working with ESL Composition Profiles, and comprehend the cores among five aspects of writing (content, organization, vocabulary, language use, and mechanics)



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ASSESSMENT

The aspects of competencies assessed are based on following components:

- Attendance and classroom participation = 15 %
- Assignments and papers—structured = 15 %
- Mid Test = 35 %
- Final Test = 35 %

NO	Meeting	Topic of Discussion	Reference (Referensi)
1	I	Introduction to the course, syllabus, learning contract and discussion	
2	II	Fundamental of Writing:	Reid p.1 -16
3	III	Writing practice, correcting, and discussing the errors	Reid p.1 -16
4	IV	Developing and supporting ideas	Reid p. 17 - 41
5	V	Writing practice, correcting, and discussing the errors	Reid p. 17 - 41
6	VI	Planning the essay	Reid p. 42 - 60
7	VII	Writing practice, correcting, and discussing the errors	Reid p. 42 - 60
8	VIII	Drafting and revising the essay	Reid p. 68 -83
9	IX	MID-TEST	
10	X	Writing practice, correcting, and discussing the errors	Reid p. 68 -83
11	XI	Persuasion and Argumentation essay	Reid p. 88 - 103
12	XII	Writing practice, correcting, and discussing the errors	Reid p. 88 - 103
13	XIII	Summary and analysis writing	Reid, p. 109 - 123
14	XIV	ESL composition profiles: a guide to the principles of writing	Jacobs et al p. 30 Hughey et al p. 139 - 145
15	XV	Aspects of writing evaluated in ESL composition	Jacobs et al p. 30 Hughey et al p. 139 - 145
16	XVI	FINAL- TEST	

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APPENDIX 2

Writing Argumentative Essay Test

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Respondent: The Third of State Islamic University of Sultan Syarif Kasim Riau

Name :

Class :

What do you think about the use of smartphone in education during the pandemic of covid_19? Please give your argument in essay!

APPENDIX 3

Students Writing Argumentative Essay Test Score

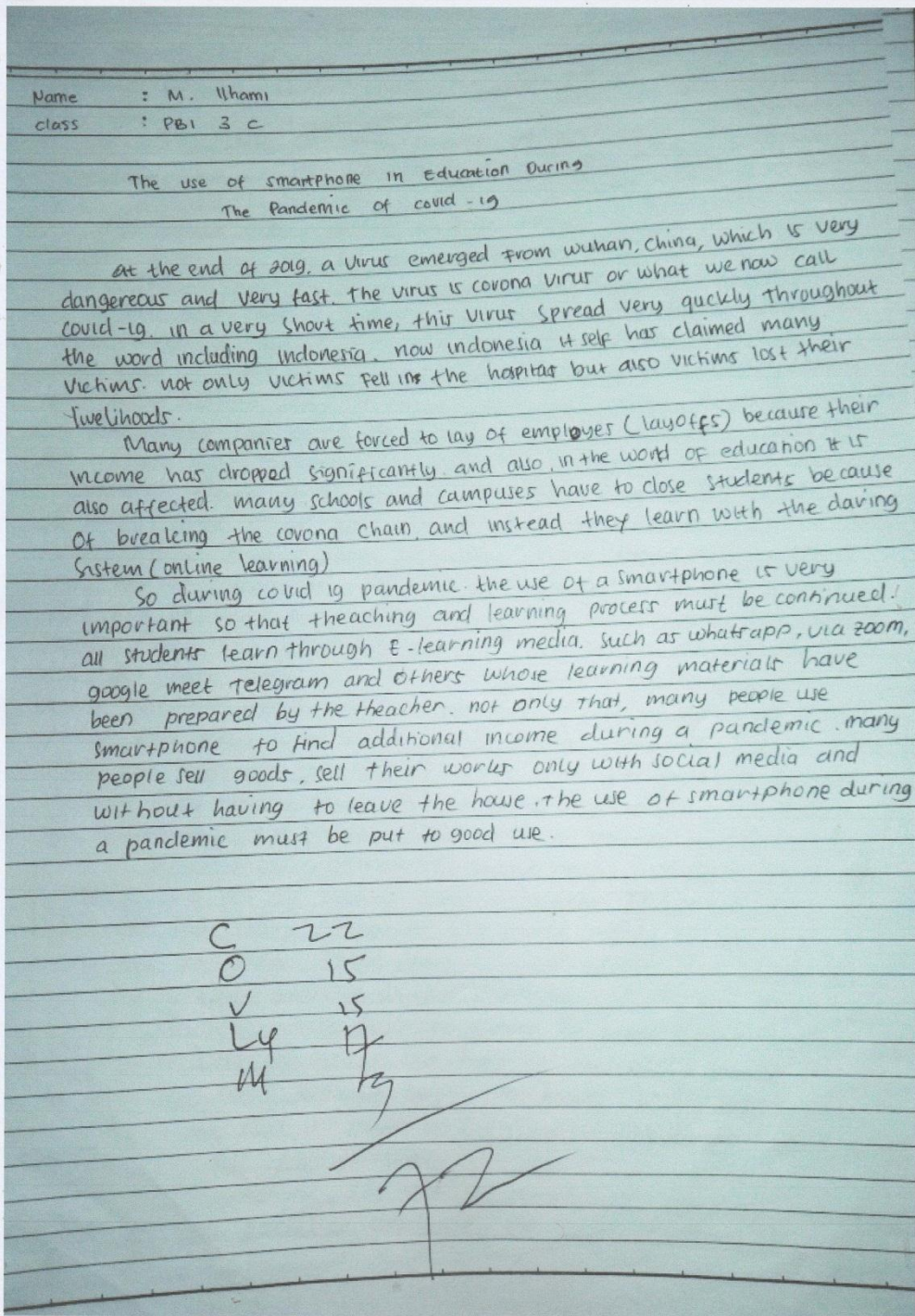
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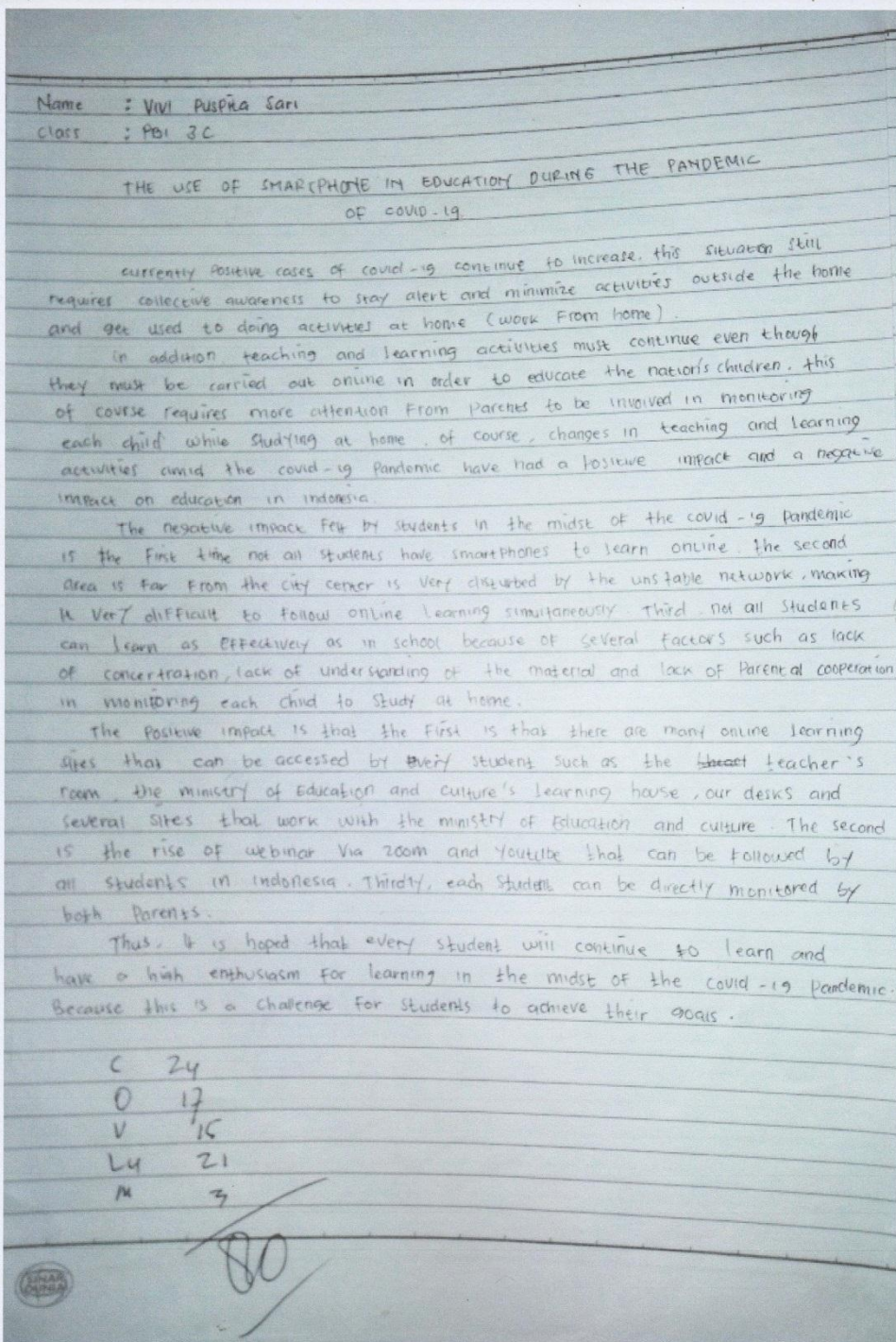
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Supervisor Letter

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FAKULTAS TARBİYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.fk.uinsuska.ac.id, E-mail: eflak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/14922/2020
Sifat : Biasa
Lamp. : -
Hal : **Pembimbing Skripsi (Perpanjangan)**

Pekanbaru, 29 Desember 2020

Kepada
Yth. Melgis Dilkawaty Pratama, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warhamatullahi wabarakatuh

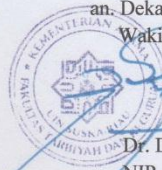
Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : hafizotul aini
NIM : 11614203128
Jurusan : Pendidikan Bahasa Inggris
Judul : Students writing in argumentative essay at third semester of state islamic university of Sultan Syarif Kasim riau
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan
Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag.
NIP. 19660924 199503 1 002



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Nomor : Un.04/F.II.4/PP.00.9/11435/2020
Sifat : Biasa
Lamp. : -
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 12 Oktober 2020

Kepada
Yth. Ketua Jurusan
Pendidikan Bahasa Inggris
State Islamic University of Sultan Syarif Kasim Riau
di
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Hafizotul Aini
NIM : 11614203128
Semester/Tahun : IX (Sembilan)/ 2020
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd.
NIP. 19660410 199303 1 005



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 كلية التربية والتخليم
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Nomor : Un.04/F.II/PP.00.9/1480/2020
 Sifat : Biasa
 Lamp. : 1 (Satu) Proposal
 Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 23 November 2020 M

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Hafizotul Aini
NIM	: 11614203128
Semester/Tahun	: IX (Sembilan)/ 2020
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Student's Writing in Argumentative Essay at Third Semester of State Islamic University of Sultan Syarif Kasim Riau
 Lokasi Penelitian : UIN Sultan Syarif Kasim Riau
 Waktu Penelitian : 3 Bulan (23 November 2020 s.d 23 Februari 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
 Dekan


Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
 NIP. 19740704 199803 1 001

Tembusan :
 Rektor UIN Suska Riau



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UIN SUSKA RIAU

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU

جامعة السلطان شريف قاسم الإسلامية الحكومية ريارو
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

Jl. H.R. Soebrantas KM.15 No.155 Tuahmadani Tampan - Pekanbaru 28293 PO Box. 1004
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Nomor : B-3746/Un.04/WR.I/TL.00/12/2020
Sifat : Biasa
Lamp :
Hal : Izin Riset

Pekanbaru, 23 Desember 2020

Kepada Yth.
Dekan Fakultas _____
Kabag _____
UIN Suska Riau
Pekanbaru

Assalamualaikum Wr. Wb.

Dengan hormat, menindaklanjuti surat nomor: 503/DPMPSTP/NON IZIN-RISET/29312 tanggal 24 November 2020 hal Mohon izin Penelitian dan Pengambilan Data Tugas Akhir/Skripsi, maka kami minta kepada Saudara agar dapat membantu Riset nama tersebut di bawah ini :

Nama : Hafizotul Aini
NIM : 11614203128
Program Studi : Pendidikan Bahasa Inggris

Untuk dapat melaksanakan Penelitian dan Pengambilan data guna mendapatkan Data dan Informasi yang terkait dengan Judul Penelitian " Student Writing in Argumentative Essay at Third Semester of State Islamic University of Sultan Syarif Kasim Riau " pada unit kerja saudara.

Demikianlah kami sampaikan atas kerjasamanya diucapkan terimakasih.

Wassalam
a.n. Plt. Rektor
Wakil Rektor Bidang Akademik
dan Pengembangan Lembaga



Drs.H.Suryan A.Jamrah,MA
NIP.19591009 198803 1 004

Tembusan:
Yth.Plt. Rektor UIN Suska Riau.

Bag.akd:503/sy/su/12/2020

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APPENDIX 5

Recommendation Letters

UIN SUSKA RIAU



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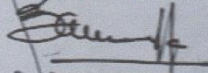
SURAT KETERANGAN
No: 01.12/Sket/PBI/XI/ 2020

Berdasarkan surat rekomendasi Nomor : Un.04/F.II.4/PP.00.9/11435/2020, dengan ini menerangkan bahwa:

Nama	: Hafzotul Aini
NiM	: 11614203128
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1 Universitas Islam Negeri Sultan Syarif Kasim Riau

Di beri izin untuk melaksanakan Riset untuk pengumpulan data tesis yang berjudul "Student's Writing in Argumentative Essay at Third Semester of State Islamic University of Sultan Syarif Kasim Riau" di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau.
Demikianlah surat keterangan ini dibuat agar dapat dipergunakan semestinya. Terimakasih.

Pekanbaru, 12 Oktober 2020
Mengetahui,
Ketua Jurusan PBI


Dr. Samsi, M.H.Sc.
NIP. 19630803 199303 1 003

Hak Cipta Dilindungi Undang-Undang

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PEMERINTAH PROVINSI RIAU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/29312
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/18470/2019 Tanggal 26 Desember 2019**, dengan ini memberikan rekomendasi kepada:

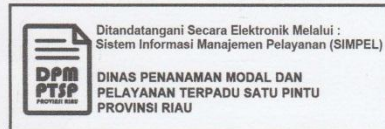
- | | | |
|----------------------|---|---|
| 1. Nama | : | HAFIZOTUL AINI |
| 2. NIM / KTP | : | 11614203128 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | STUDENTS WRITING IN ARGUMENTATIVE ESSAY AT THIRD SEMESTER OF STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU |
| 7. Lokasi Penelitian | : | UIN SULTAN SYARIF KASIM RIAU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 24 November 2020



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan